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ABSTRACT

This guide proposes a model for a comprehensive curriculum for secondary business education with a number of program options. A list of the complete course offerings indicates the courses required or recommended for all students choosing business as an area of study. A listing of prerequisite courses follows. The purpose and student populations for which Levels I, II, and III of the Office Administration Sequence were designed are described. A suggestion is made for the sequence of courses for students aspiring to particular careers: secretarial/clerical, accounting, business management, and college-bound. Course descriptions are provided for the following courses: abbreviated writing; accounting I and II; advanced computer applications; business--introduction and analysis; business communication; business law; business math; business management; computer concepts/applications; computer mathematics/programming; cooperative work experience; document processing; electronic office; introduction to business and business occupations; keyboarding; macroeconomics; microeconomics; office procedures; and word/information processing. Each description lists prerequisite; recommended placement; recommended course length; course objectives; course description; and content outline. Course descriptions for desktop publishing, integrated office systems, and machine transcription are appended. (YLB)

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PSI Office Opportunities Model Curriculum for Secondary Business Education

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To those concerned with the total education of our young people and in the interest of providing a better understanding of what constitutes Business and Economic Education, South-Western is pleased to present this compilation of Office Opportunities Model Curriculum for Secondary Business Education.

SOUTH-WESTERN
SCHOOL DIVISION

Office Opportunities Model Curriculum for Secondary Business Education

professional Secretaries international®

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PSI Office Opportunities Model Curriculum for Secondary Business Education

The Decade of the 1990s

Opportunities for business education today are greater than ever before. As we begin the decade of the 1990s, we find that:

- There will be a definite shift in the economy from manufacturing to service and knowledge industries, from local business and regional thinking to international business and global thinking, from an emphasis on large conglomerate employment to an increasing employment of individuals in small companies.
- By the year 2000, it is predicted that 90% of all workers will be office workers.
- There will be an increasing number of openings for capable support staff, but fewer qualified individuals to fill these openings.
- These office workers will be required to exhibit strong technical and interpersonal skills and they will have opportunities to function as a vital, integral part of the management team.
- Business will look to educators as partners in preparing these individuals for office positions.
- And, in addition to more extensive preparation, support positions will require life-long education and retraining to keep pace with changing office technology and respond to marketplace demands.
- Individuals will continue to find satisfying careers in the office support environment as their contributions are more recognized, salaries, benefits and career opportunities increase, and responsibilities expand with technological advancement.

However, the 1990s will also provide business educators with a number of unique challenges:

- Technology will continue to develop and expand at such a rapid rate that it will become even more difficult for educators, employers, and employees to keep pace with it. The only solution will be the development of partnerships between business, education, and the professions.

- Decreasing enrollments in office careers is an issue that must be addressed through curricula more responsive to the needs of students and employers, better marketing techniques for business programs, and current information on the evolving automated office.

- Because technology impacts all citizens, students must be prepared to live and succeed in this environment. Business education courses must meet more than vocational needs; business education is preparation for lifelong living. Opportunities exist for the development of courses that prepare all students for successful living in the electronic world.

- Educators themselves must embark on a path of lifelong learning and realize that the very same rapid adaptive responses required of workers today in the office environment will also be required of business educators in their classrooms. Traditional approaches must be questioned. The bottom line for all business education programs will be employability of students and meeting the expectations of employers today and as projected into the future.

- With increasing demands being made on all educators to provide students with more basic skills and general education requirements, business educators must find a balance between teaching 1) broad, transferrable, and specific career-centered skills; 2) general versus specific equipment; and 3) the blending of personal, interpersonal, and technical skills.

Professional Secretaries International (PSI) is committed to working with business educators to take advantage of the opportunities presenting themselves in the 1990s and providing support and resources to teachers to meet the challenges as well.

Professional Secretaries International (PSI)

PSI is a non-profit membership association of office professionals in support staff positions and/or business educators who prepare students for office careers. Its purposes are to provide its members and the profession with opportunities to: 1) develop leadership skills and abilities; 2) participate in educational and professional development activities and utilize resources for increased effectiveness on the job; 3) review and participate in relevant research; 4) analyze and respond to issues affecting the office environment; 5) contribute to and receive information on present trends and future directions of business education and office careers; and 6) determine, set, and validate standards for office workers. Appendix B provides more information on PSI and its programs.

The PSI Office Opportunities Model Curriculum for Secondary Business Education

PSI has been committed to business education since its beginning in 1942. In 1962, the Future Secretaries Association (FSA) was established, a student organization for persons entering the secretarial profession. In 1986, the Institute for Educating Secretaries was formed as a department of PSI. During the same year, business educators were granted full professional membership in PSI, recognizing

the unique partnership that exists between those who prepare individuals for office careers and those employed in office professions.

In response to the increased demand by employers for better qualified, more professional entry-level support staff and the declining interest in secondary secretarial programs, PSI called together a National Secondary Curriculum Task Force. Included among the members were distinguished business educators, curriculum specialists, administrators, and business professionals. Meeting over the course of two years, the team outlined major concerns and needs of business education and worked to develop a comprehensive model curriculum. This curriculum, the PSI Office Opportunities Model Curriculum for Secondary Business Education, emphasized personal, interpersonal, and technological skills. It incorporated strong basic communication skills and hands-on experiences with computer hardware and software. It advocated professional development through student leadership activities, corporate internships, involvement with volunteer mentors, and dedicated adult role models. The resultant document was well received by working professionals and educators.

In 1987, PSI conducted a research study to identify and verify compentencies for entry-level support staff that were important, frequently used, and essential for entry-level personnel. Managers, business educators, and experienced office professionals were surveyed and asked to respond to 49 competencies. Additional verification came from job diaries kept by entry-level workers. Results from this study became the basis of two projects: 1) The PSI Postsecondary Model Curriculum for Office Careers, released in 1988 and 2) the Administrative/Information Processing Specialist (AIPS) certification program, under development. Curriculum input was derived from two groups--a National Postsecondary Curriculum Task Force and a carefully selected team of writers composed of representatives from various kinds of postsecondary institutions. Members of both groups urged PSI to review the secondary curriculum and update its content, using the information obtained from the entry-level competencies study and from teachers in postsecondary programs.

Using the competency study and teacher input, the PSI Office Opportunities Model Curriculum for Secondary Business Education was reviewed and revised in the summer of 1988. In the fall of 1988, it was sent to leading secretarial educators for a final review.

Recommendations for the Revised Curriculum

- Create a model that is comprehensive, with many program options, but flexible and adaptable to a variety of institutional settings and student populations.

- Expand program marketability to include three groups of individuals: 1) college-bound students seeking business and non-business careers; 2) high-achieving secondary students who have not in the past opted for traditional office careers; and 3) adults in need of retraining.

- Consider industry and community needs, but prepare students with broad transferrable skills for universal application.

- Focus on personal, interpersonal, technical, and professional skill development. But, be practical, emphasize a systems approach (teamwork and technical networking), and teach the competencies defined by a business/educator/professional partnership.

- Address issues of promotability, continuing education, and the advantages of professional credentials, such as certification.

- Provide avenues for partnerships with other educators through cross-departmental teaching and course development, and articulation with postsecondary programs.

Curriculum Model

The Revised PSI Office Opportunities Model Curriculum for Secondary Business Education is designed for programs at the secondary level. It acknowledges the career paths available to office workers and the expanded role and responsibilities of support positions. The model was purposefully designed for programs to be comprehensive so that educators could have the flexibility of selecting those components that best fit their present institutional focus and yet move their programs toward the long-range goals envisioned over the next five to ten years. While no one school is likely to adopt the model in its entirety, it is hoped that the fundamental philosophical basis of the curriculum will be kept intact.

What follows is:

- A listing of the complete course offerings, with required and recommended courses for all students choosing business as an area of study asterisked.

- A description of the purpose of the core course element.

- A listing of prerequisite courses.

- A description of the purpose and the student populations for which Levels I, II, and III of the Office Administration Sequence were designed.

- The suggested sequence of courses for students aspiring to particular careers--secretarial/clerical, accounting, business management, and college bound.

- Recommended activities for all business graduates.

- Course descriptions for each course listed.

PSI CURRICULUM MODEL

*CORE

Keyboarding (1 Semester)
Computer Concepts/Applications (1 Semester)
Introduction to Business and Business Occupations (2 Semesters)

OFFICE ADMINISTRATION

LEVEL I

Abbreviated Writing (1-2 Semesters)
Accounting I (2 Semesters)
Business Law (1-2 Semesters)
Business Math (2 Semesters)
Business - Introduction and Analysis (1 Semesters)
**Document Processing (1 Semester)
***Office Procedures (1-2 Semesters)
***Electronic Office (2 Semesters)
Δ Machine Transcription
Δ Desktop Publishing
Δ Integrated Office Systems

LEVEL II

Accounting II (2 Semesters)
**Advanced Computer Applications (1 Semester)
Business Communication (2 Semesters)
Business Management (2 Semesters)
Cooperative Work Experience (1-2 Semesters)
Microeconomics (1 Semester)
**Word/Information Processing (1-2 Semesters)

LEVEL III

Computer Mathematics/Programming
Macroeconomics

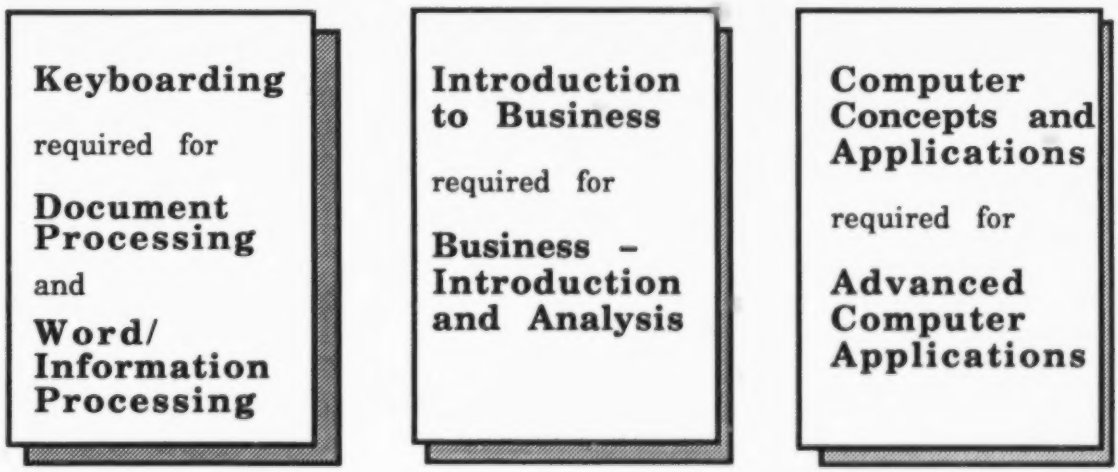
**Required*
***Highly Recommended*
****At Least One Of These Two Courses Is Highly Recommended*
Δ Unit of Instruction or Separate Course

Core Courses

The core sequence is for all students choosing business as an area of study. These courses should be considered requirements. Core courses are prerequisite to all courses following in the office administrative sequence, Levels I, II, and III.

Prerequisites

Certain courses in the curriculum also have prerequisite requirements for proper sequencing. Those course are:



The Office Administration Sequence - Level I

Students who successfully complete the core courses will graduate from high school with employable skills. However, by taking additional courses in office administration, they will be able to increase their value in the job market.

Students should enroll in office administration courses according to their interests and needs. Those interested in business as an academic major should be encouraged to take as many of the courses as possible. Note that within Level I, Document Processing is also highly recommended. One of the following is also highly recommended: Office Procedures or Electronic Office I.

Units of instruction that should be part of Office Procedures or Electronic Office include:

- Machine Transcription
- Desktop Publishing
- Integrated Office Systems

It is quite possible, and perhaps highly desirable in many schools, that these units become separate courses. To assist in that transition, curriculum guidelines will also be provided for these units of instruction. Those guidelines are found in Appendix A, pages 67-75.

The Office Administration Sequence - Levels II and III

Courses in this group are recommended for:

- College-bound students interested in business as an academic major. These courses will provide valuable background information and experiences for college business courses.

- Levels II and III courses also meet the needs of the business education students planning to seek employment in office occupations immediately upon graduation from high school.

In Level II, Word/Information Processing and Advanced Computer Applications are highly recommended.

Schools are urged to adopt as many of the Levels II and III courses as possible. These courses provide valuable in-depth information in advanced areas and are geared to experiential learning. Note that a cooperative work experience is encouraged.

SUGGESTED SEQUENCE OF COURSES

Some schools may want their students to focus on particular career options. Below is a list of suggested course offerings and sequences for four career options. While courses are listed under a specific grade level in the suggested sequence, schools are encouraged to sequence and select the courses in a manner that best meets their needs.

Secretarial/Clerical

9th	10th	11th	12th
Keyboarding/ Document Processing	Abbreviated Writing	Office Procedures or Electronic Office I	Word/ Information Processing
Computer Concepts/ Applications	Business Math	Business Communication	Cooperative Work Experience
Introduction to Business	Advanced Computer Applications		
	Business- Introduction and Analysis		

Accounting

9th	10th	11th	12th
Keyboarding	Business Math or Computer Math	Accounting I	Accounting II
Computer Concepts/ Applications	Advanced Computer Applications	Business Communication	Microeconomics/ Macroeconomics
Introduction to Business	Business- Introduction and Analysis	Business Law	Electronic Office
		Business Management	Cooperative Work Experience

Business Management

9th	10th	11th	12th
Keyboarding	Business Math or Computer Math	Accounting I	Microeconomics/ Macroeconomics
Computer Concepts/ Applications	Advanced Computer Applications	Business Law	Electronic Office
Introduction to Business	Business- Introduction and Analysis	Business Communication	Abbreviated Writing
		Business Management	

College-Bound

9th	10th	11th	12th
Keyboarding	Advanced Computer Applications	Abbreviated Writing	Electronic Office
Computer Concepts/ Applications			

Recommended Activities for Program Graduates

Student organizations are recommended for all occupational groupings. They provide opportunities for leadership training and introduce the student to the concept of continuing professional development and involvement in the setting of standards and future directions for the profession.

Graduates of comprehensive secondary programs may be adequately prepared to sit for either the Administrative/Information Processing Specialist (AIPS) or Certified Professional Secretary (CPS) certification. AIPS guidelines are under development. Successful completion of the following courses would prepare an individual to sit for the CPS Examination:

- Business -- Introduction and Analysis (CPS Part I)
- Business Law (CPS Part II)
- Microeconomics, Macroeconomics, and Business Management (CPS PART III)
- Accounting I and II (CPS Part IV)
- Office Procedures and Business Communication (CPS Part V)
- Computer Concepts and Applications and the Electronic Office (CPS Part VI)

Abbreviated Writing

CURRICULUM SEQUENCE: LEVEL I

RECOMMENDED PLACEMENT: GRADES 11-12

RECOMMENDED COURSE LENGTH: ONE - TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- increase their writing speed significantly.
- take notes quickly and legibly for future use.
- demonstrate fully the alphabetic principles in terms of applying them to writing the 1,500 most-used words.
- write automatically the special abbreviations.
- write outlines rapidly and transcribe them quickly.
- demonstrate transcription skills with proficiency.
- master the necessary skills for proper note taking.
- transcribe from notes applying the proper skills in proofreading, spelling, word division and punctuation.

COURSE DESCRIPTION:

This 1-2 semester course is designed to teach an alphabetic writing system based principally on longhand. It is designed to provide students with a quick, easy-to-learn method of writing that is extremely easy to read. It is not designed for extremely high writing speeds. However, students will be able to increase their writing speed significantly. Many students will be able to double their writing speed while many others will do even better. The transition from longhand to an alphabetic system is very easy.

Accounting 1

CURRICULUM SEQUENCE: LEVEL I

RECOMMENDED PLACEMENT: GRADES 10-11

RECOMMENDED COURSE LENGTH: TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- understand basic accounting concepts.
- know accounting terminology for a service business organized as a proprietorship.
- understand simple accounting practices used in an accounting system for a service business organized as a proprietorship.
- understand automated accounting concepts and practices as they relate to a service business organized as a proprietorship.
- demonstrate Automated Accounting Procedures for a service business organized as a proprietorship using automated software on a microcomputer.
- know accounting terminology for a merchandising business organized as a partnership.
- understand accounting concepts and practices for a merchandising business organized as a partnership.
- demonstrate accounting procedures used in an accounting system for a merchandising business organized as a partnership.
- demonstrate Automated Accounting Procedures for a merchandising business organized as a corporation.

COURSE DESCRIPTION:

This is a one-year course designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. The course provides students with an overall picture of the total process of a business system. The course teaches students to analyze and record business transactions and prepare financial statements for businesses organized as proprietorships, partnerships, or corporations.

CONTENT OUTLINE:

I. Accounting as a Career

II. Accounting Concepts For a Proprietorship

A. Starting an accounting system
B. Preparing business transactions
C. Analyzing transactions into debit and credit parts
D. Journalizing transactions
E. Posting
F. Preparing financial statements of a service business
G. Adjusting and closing entries
H. Automated accounting

III. Accounting Concepts for a Partnership

A. Journalizing purchases and cash payments
B. Journalizing sales and cash receipts
C. Posting
D. Preparing financial statements
E. Adjustments and closing entries
F. Automated accounting

IV. Accounting Concepts for a Corporation

A. Purchases and cash payments
B. Sales and cash receipts
C. Payroll and payroll reports
D. Uncollectable accounts
E. Plant assets and depreciation
F. Notes and interest
G. Accrued items
H. End-of-fiscal-period work for a corporation
I. Automated accounting

Accounting 2

CURRICULUM SEQUENCE: LEVEL II

RECOMMENDED PLACEMENT: GRADES 11-12

RECOMMENDED COURSE LENGTH: TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- understand the basic framework of accounting and the forms of business organization.
- understand how accounting standards are developed.
- understand application of accounting concepts.
- know accounting terminology related to a departmentalized merchandising business organized as a corporation.
- understand accounting concepts and practices related to a departmentalized merchandising business organized as a corporation.
- demonstrate accounting procedures for a departmentalized merchandising business organized as a corporation.
- know accounting terminology related to an automated departmentalized accounting system for a merchandising business organized as a corporation.
- understand accounting concepts and practices related to an automated departmentalized accounting system for a merchandising business organized as a corporation.
- demonstrate accounting procedures used in an automated departmentalized accounting system for a merchandising business organized as a corporation.
- know accounting terminology related to general accounting adjustments.
- understand accounting concepts and practices related to general ledger accounting adjustments.
- demonstrate accounting procedures for general accounting adjustments.
- know accounting terminology related to a corporation.
- understand accounting concepts and practices related to a corporation.
- demonstrate accounting procedures unique to a corporation.

- demonstrate automated accounting procedures unique to a corporation.
- know accounting terminology related to management accounting for a corporation.
- understand accounting concepts and practices related to management accounting for a corporation.
- demonstrate management accounting procedures for a corporation.
- know accounting terminology related to cost accounting.
- understand accounting concepts and practices related to cost accounting.
- demonstrate cost accounting procedures.

COURSE DESCRIPTION:

This is a two-semester course for those students who have completed *Accounting I*. Higher level corporate, managerial, and cost accounting concepts are presented. The learning activities are directed toward the knowledge and skill needed by students preparing for positions in accounting and for those preparing to further their accounting studies at the collegiate level.

CONTENT OUTLINE:

I. Professional Accounting

   A. Accounting framework and concepts
   B. Accounting concepts

II. Departmentalized Accounting

   A. Purchases and cash payments
   B. Sales and cash registers
   C. Payroll
   D. Financial statements and data

III. Automated Accounting

   A. Automated system
   B. Recording and posting transactions
   C. End-of-fiscal-period work

IV. General Accounting Adjustments

   A. Uncollectable accounts
   B. Plant assets

C. Depreciation
D. Notes payable, prepaid expenses, and accrued expenses
E. Notes receivable, unearned revenue, and accrued revenue

V. Corporate Accounting

A. Organization and structure
B. Additional capital needs
C. Financial analysis and reporting
D. Data processing and reporting

VI. Management Accounting

A. Inventory planning and valuation
B. Budgetary planning and valuation
C. Accounting information for management decisions
D. Financial statement analysis

VII. Cost Accounting

A. Cost accounting for a merchandising business
B. Cost accounting for a manufacturing business
C. Accounting transactions and financial reporting for a manufacturing business
D. Processing and reporting cost data for a manufacturing business

Advanced Computer Applications

CURRICULUM SEQUENCE: LEVEL II (Highly Recommended)

PREREQUISITE: COMPUTER CONCEPTS/APPLICATIONS

RECOMMENDED PLACEMENT: GRADES 10-12

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- use the disk operating system to format and copy disks; and to copy, display, delete, and rename files.
- explain and demonstrate the use of directories and subdirectories.
- use, at a competency level, at least one commercially popular program for word processing, database management, and spreadsheet.
- format a letter for mailmerge.
- demonstrate the use of a spell-check program.
- explain the benefits of desktop publishing and describe the major features of desktop publishing software.
- set up a database file, sort and select records from database, and create reports.
- design a spreadsheet using at least two different functions, four different formulas, a macro, at least two different numeric formats, both left- and right-justified labels, and numbers as labels.
- create at least three different graphs (line graph, bar chart, pie chart, scattergram, etc.) of spreadsheet data and discuss the advantages and disadvantages of each graph.
- select a public information retrieval service and do a search.
- explain how electronic mail works and discuss its advantages and disadvantages.
- list and discuss at least five basic criteria for evaluating software; and name three ways it can be acquired, listing advantages and disadvantages for both.
- explain the function of DIP switches, give at least two examples of print functions they control, and locate the specific instructions for setting them.

- explain what is meant by configuring a software program to be compatible with a printer and monitor, and locate the specific instructions for configuring a given program with a given printer.

- explain the difference between a local area network (LAN) and a wide area network (WAN).

- discuss the advantages and disadvantages of a LAN.

COURSE DESCRIPTION:

This course will be predominantly hardware and software oriented--building on the knowledge and skills developed in *Computer Applications* . Emphasis will be placed on using DOS, application software with integrated activities, and telecommunications. Students will use the computer to complete many activities and projects of a realistic business nature. They will expand their knowledge of computer hardware and learn about hardware maintenance agreements and user's guides. Sources of software, guidelines for evaluating software, software manuals, and software license agreements will be covered.

CONTENT OUTLINE:

I. Using DOS

   A. Formatting and copying disks
   B. Copying, displaying, deleting, and renaming files
   C. Naming documents
   D. Finding files (directories and subdirectories)

II. Using application software

   A. Word processing
      1. Review word processing functions
      2. Add-in programs
         a. Spell-check
         b. Thesaurus
         c. Grammar checking
      3. Merging word processing, database, and spreadsheet files
      4. Mailmerge
   B. Database management
      1. Formatting and printing mailing labels
      2. Using calculated fields
      3. Generating reports
      4. Using query languages
   C. Spreadsheet
      1. Spreadsheet design
      2. Macros
   D. Graphing

E. Desktop publishing
   1. Importing a word processing file
   2. Using drawing tools
   3. Resizing, cropping, placing, and moving graphics
   4. Setting up multipage documents

III. Using Telecommunications

A. Sending and receiving electronic mail
B. Doing an on-line search for information
C. Uploading to and downloading from an on-line service

IV. Evaluating and Buying Software

A. Evaluating software
   1. Features
   2. User friendliness
   3. Operating speed
   4. Vendor support
   5. Policy on upgrades
   6. Program documentation
   7. User's rights and restrictions
   8. Price
B. Sources of software
   1. Mail order
   2. Value-added retailers
   3. On-line sources
   4. User groups

V. Using Hardware

A. Printers
B. Other peripheral devices
C. Maintenance agreements
D. Networks

Business–Introduction and Analysis

CURRICULUM SEQUENCE: LEVEL I

PREREQUISITE: INTRODUCTION TO BUSINESS AND BUSINESS OCCUPATIONS

RECOMMENDED PLACEMENT: GRADES 10-11

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- understand, in general terms, the systems, concepts, and principles involved in today's workplace.
- explain various types of business organizations.
- describe business's increasing reliance on fast and accurate information.
- understand how people, resources, and computers interact in the workplace.
- define and explain business transactions.
- explain how transactions shape the organizational structure of a company.
- explore how transaction structures affect and shape the relationships between a business and its customers, governmental agencies, financial institutions, owners, managers, and employees.
- understand the interrelation of subsystems which function to meet the goals of the organization.
- describe how each subsystem is being affected by technology.
- define the ways in which they can make themselves more valuable in the workplace.
- understand how business's needs in the Information Age may have impact on future jobs and the society in which they live.

COURSE DESCRIPTION:

Business–Introduction and Analysis is a one-semester course designed to provide students with the opportunity to acquire concepts and attitudes essential to understand and eventually work in business. The course shows how businesses exist to conduct certain types of transactions. The transactions may involve the exchange of money for a product, information for money, services for money, or information for information. Students learn that each business transaction, or activity, affects other transactions within, and outside the business. Through analyzing transactions, the course shows that businesses are transaction-driven.

Students will examine how businesses are organized to provide a product, a service, idea, or combination of these, and will become acquainted with activities universal to most businesses which allow them to meet consumers' needs. They will then become acquainted with selected business subsystems found in most business enterprises. They will see how, in the evolution of American business, organizations have become increasingly dependent upon information to manage broader and more aggresive marketing, external environmental influences, resource development, and strategic decision making. Students will then explore some of the possible impacts on their future in the workplace brought about by the Information Age.

CONTENT OUTLINE:

I. The Framework of Business

- A. The evolution of American business
- B. The Information Revolution
- C. The purpose of business
- D. Business motivation
- E. Kinds of business
- F. Forms of business ownership
- G. Features of business
- H. The systems concept

II. Universal Activities

- A. Production activities
- B. Bridging activities
- C. External environmental activities
- D. Resource development activities
- E. Management activities

III. Selected Business Subsystems

- A. Administrative services
- B. Finance
- C. Marketing

IV. Your Place in Business

- A. People in business
- B. Finding your place
- C. Changes caused by the Information Age

Business Communication

CURRICULUM SEQUENCE: Level II

RECOMMENDED PLACEMENT: GRADES 10-11

RECOMMENDED COURSE LENGTH: TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- analyze and understand the various aspects of communication: reading, writing, listening, and speaking.
- explain the basic structure and requirements of the communication process in terms of a simple send-receive model.
- identify and describe the elements of effective communication including: expression, implications, comprehension, the role of the listener/reader, the role and responsibilities of the originator, and the function of communication in human relationships.
- use written language correctly in terms of grammar, spelling, style, and usage.
- incorporate the C-qualities in their written communication.
- compose strong, effective sentences and paragraphs and expand them into a variety of written messages.
- outline the content of effective communication messages including: identifying the objective of the message, identifying the target audience, identifying the information that will best support the objective, and organizing the message in a logical sequence.
- prepare appropriate business messages for a variety of common business, personal business, and social business needs.
- proofread and edit written communication using accepted proofreaders' marks.
- identify and apply practices associated with effective formal and informal oral presentations, small group meetings, and face-to-face communication.
- plan for and deliver an oral presentation to the class.
- improve communication techniques in telephone usage, dictation, and face-to-face encounters.
- perceive and understand the effects of some basic nonverbal communication tools including: language used, tone of voice, gestures, images created, body language, and various combinations of these tools.

- improve listening skills through the use of responsible listening techniques.
- prepare a variety of employment.
- apply an objective approach to preparing message content for written or spoken delivery.
- utilize information processing and electronic communication techniques available in business today.
- recognize and document the importance of effective communication skills in business.

COURSE DESCRIPTION:

Comprehensive coverage of all aspects of communication--verbal and nonverbal communication, oral and written communication, interpersonal communication, and English fundamentals--are intergrated in this two-semester course. Students study the communication process and learn how to use English as a communication tool. Speaking and writing skills needed to send messages and listening and reading skills needed to receive and interpret messages are examined in detail.

Topics covered in this course include: writing effective messages that incorporate the C-qualities; designing messages to accomplish specific objectives and adapting them to the needs of the target audience; analyzing communication problems, selecting appropriate message content, organizing the content effectively, and preparing correctly formatted documents; using oral communication techniques effectively in small-group, large-group, and face-to-face situations; understanding how nonverbal factors affect oral messages; using appropriate listening techniques; using written communication skills to prepare resumes, letters of application and a variety of employment-related messages; using oral communication skills for job interviews; planning and collecting and organizing data for the preparation of both formal and informal reports. English fundamentals that include grammar, usage, spelling, and style are also addressed.

Students actively participate in a variety of tasks that enable them to apply and practice all their communication skills--reading, writing, listening, and speaking.

COURSE OUTLINE:

I. Communication: A Tool For Success

   A. The communication process
      1. Send-receive model
      2. Expression
      3. Comprehension
      4. Role of the speaker/writer
      5. Role of the listener/reader
      6. Interpersonal relationships
   B. Electronic communication

II. English Fundamentals

A. Grammar
B. Usage
C. Spelling
D. Style

III. Written Communication

A. The C-qualities
   1. Courtesy
   2. Consideration
   3. Clarity
   4. Conciseness
   5. Concreteness
   6. Completeness
   7. Correctness
B. Units of composition
   1. Sentences
   2. Paragraphs
C. Planning a message
   1. Objective
   2. Target audience
   3. Supporting ideas
   4. Organization
D. Message formats
   1. Letters
      a. common business
      b. personal business
   2. Memorandums
   3. Business reports
   4. Others
      a. press release
      b. minutes
      c. telegraphic messages
E. Editing and proofreading messages

IV. Spoken Communication

A. Communicating in groups
   1. Small group presentations
   2. Large group presentations
B. Face-to-Face Communication
C. Telephone techniques
D. Dictation techniques
E. Dealing with difficult people
F. Nonverbal commuinication
G. Listening techniques

V. Job Search Skills

A. Research and planning
B. Resume
C. Application letter
D. Employment interview
E. Other employment-related communications

Business Law

CURRICULUM SEQUENCE: LEVEL I

RECOMMENDED PLACEMENT: GRADES 10-12

RECOMMENDED COURSE LENGTH: ONE - TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- describe the historical development of the law.
- distinguish between constitutional, statutory, common, and administrative law.
- understand the organizational structure of our court system.
- distinguish between a felony and a misdemeanor.
- distinguish between a tort and a crime.
- recall the specific protection afforded by consumer protection laws.
- explain why the law is used to regulate business.
- identify the essentials of an enforceable contract.
- discuss the rights and obligations of both the assignor and the assignee in contracts.
- define a purchasing contract.
- differentiate between express and implied warranties.
- identify the parties in a debtor/creditor relationship.
- discuss the obligations of each party to an employment contract.
- examine the liability of a principal to a third party for the acts of an agent or employee.
- define the elements necessary to make a negotiable instrument.
- define the holder in due course and the liability for a negotiable instrument.
- explain insurable interest and the importance of this concept.
- distinguish between personal and real property.

- distinguish between a bailment and a sales relationship.
- understand rental contracts and lease agreements regarding the rights and obligations of landlords and tenants.
- understand the importance of wills.
- determine priority in the distribution of an estate when there is no will.
- discuss the advantages and disadvantages of the corporate form of organization.
- appreciate the importance of profit-seeking corporations in our economy.

COURSE DESCRIPTION:

This course teaches, through practical subject matter, some of the basic characteristics of the American system of free enterprise: rights of private property, freedom to trade, inviolability of contracts, dignity and worth of the individual, uniformity of (as well as differences in) state laws, and tradition of moral standards. Students are made aware of the presence of legal requirements in a variety of the day-to-day business transactions and provided with a working knowledge of their rights and obligations so they may avoid legal entanglements.

CONTENT OUTLINE:

I. Understanding the Law

- A. Origin and necessity of a court system
- B. Crimes
- C. Torts
- D. Law for the consumer
- E. Law for the business firm

II. Contracts: Making Binding Agreements

- A. Offer and acceptance
- B. Legal agreement
- C. Consideration
- D. Buying and selling goods
  1. The sales contract
  2. Transfer of ownership and risk of loss
  3. Warranties and product liability

III. Using Credit

- A. Debtors, creditors, and bankruptcy
- B. Secured transactions

IV. Working for Others

A. Contracts of employment
B. Employee injury
C. Agency

V. Protecting Against Loss

A. Nature and kinds of instruments

VI. Using Commercial Paper

A. Personal property
B. Bailments
C. Real property
D. Landlord and tenant
E. Wills, intestacy, and estate planning

VII. Understanding Business Organization

A. Sole proprietorships and partnerships
B. Corporations

Business Math

CURRICULUM SEQUENCE: LEVEL I

RECOMMENDED PLACEMENT: GRADES 10-11

RECOMMENDED COURSE LENGTH: TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- solve problems effectively and efficiently using the calculator.
- use addition and subtraction to complete cash records, cash payments records, and checkbook records.
- prepare bank reconciliation statements.
- find interest and balances for passbook savings accounts and certificates of deposit.
- find gross pay for regular-time work, overtime work from a timecard, and for piecework.
- figure net pay and deductions.
- solve problems using ratios and proportions.
- compare one job with another by finding the fringe benefits for each.
- recall the common metric units for length, area, capacity, and weight.
- use a cash record summary and solve problems related to planning expenses.
- figure the costs and benefits of higher education.
- figure interest using exact and banker's methods.
- find the finance charge on an installment loan.
- figure and compare the expenses of owning and renting a home.
- find the cost of owning and operating a car or truck.
- calculate property taxes using a decimal rate.
- find a worker's Social Security retirement or disability benefit, or a dependent's benefit.

- figure federal income taxes.
- figure capital when given assets and liabilities, and prepare simple balance sheets.
- do percentage analysis of simple income statements.
- prepare and interpret bar, line, rectangle, and circle graphs of business data.
- find net purchases, buying expense, and the total cost of merchandise.
- figure the cost price when the selling price and rate of markup on selling price are known.
- figure the real rate of interest on discounted, non-interest-bearing notes.
- figure cost, sales income, or selling price needed to break even.
- figure the rate and amount of claims paid to creditors in bankruptcy.
- figure factory cost.
- figure a manufacturer's gross and net income.
- find the total, average, and unit costs of office equipment, supplies, space, and labor.
- use spreadsheet software to prepare tables and forms such as budgets and payroll sheets.

COURSE DESCRIPTION:

This two-semester course is designed to develop competency in mathematics for business use. Students review the fundamental principles and operations in mathematics. These are applied to real-life situations such as earning, saving, investing, home ownership, transportation, taxes and operating business enterprises such as retailing and manufacturing. Because of their value in the teaching and learning of mathematics, calculators should be incorporated in the *Business Mathematics* course.

CONTENT OUTLINE:

I. Money Records

A. Money records
B. Checkbook records
C. Proving checkbook balance

II. Payroll

A. Finding gross pay
B. Regular-time, overtime, and piece-rate pay
C. Ratio and proportion
D. Deductions and take-home pay
E. Fringe benefits and job expenses

III. The Metric System

A. Length
B. Area
C. Capacity and weight

IV. Budgeting and Buying

A. Planning and spending
B. Figuring unit prices

V. Saving, Investing, and Borrowing Money

A. Passbook savings accounts
B. Compound interest
C. Savings certificates
D. Interest-bearing notes
E. Exact and banker's interest
F. Installment loans

VI. Home and Transportation Expenses

A. Renting a home
B. Buying a home
C. Property taxes
D. Property insurance
E. Operating a car or truck
F. Insuring a car or truck

VII. Taxes

A. Figuring property tax rates
B. Social security taxes and benefits
C. U.S. income tax

VIII. The Small Business

A. The balance sheet
B. The income statement
C. Business graphs
D. Retailing: Buying
    1. Purchasing merchandise
    2. Trade discounts
    3. Buying expense

E. Retailing: Selling
   1. Sales records
   2. Figuring discounts and prices
   3. Finding profit on sales
F. Bankruptcy

IX. The Manufacturer

A. Factory costs
B. Pricing manufactured goods
C. Office costs

Business Management

CURRICULUM SEQUENCE: LEVEL II

RECOMMENDED PLACEMENT: GRADE 12

RECOMMENDED COURSE LENGTH: TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- explain some of the major state and federal laws that promote fair competition.
- describe the most common kinds of taxes that affect business.
- describe how partnerships and corporations are formed.
- list advantages and disadvantages of proprietorships, partnerships, and corporations.
- describe how products are planned, developed, and produced.
- describe the differences between manufacturing and service businesses.
- list the activities of marketing and its importance and role in the economy.
- describe businesses that are involved in the distribution of products from producer to consumer.
- identify the steps involved in purchasing and pricing goods for resale.
- identify the major methods of promotion and factors involved in managing promotion.
- discuss the types of business records needed by businesses.
- understand financial records.
- explain the common forms of business financing.
- understand the various financial services available from financial institutions.
- describe the use of credit by a business.
- identify various types of insurable business risks.
- demonstrate proper business communication.
- discuss the use of computers for effective business management.

- identify and compare leadership styles of managers.
- list and discuss the many functions of personnel management.
- identify the various types of wage and salary plans.
- discuss labor unions and labor relations.
- describe the work of managers and the tools they use to manage.
- discuss the management process.

COURSE DESCRIPTION:

Business Management is a course designed to deliver an understanding of the characteristics, the organization, and the operation of a business. It is designed for students who are planning on or who are exploring the possibility of a career in business.

The course outlines the opportunities which exist in business; lays the economic, social, and legal foundations of American business; and discusses various types of business ownership. It covers the major phases of business activity which typically form the basis for the internal organization of the majority of business firms. The concentration is on marketing, finance, communication, and human resources.

The conclusion of the course is devoted to effective management principles.

CONTENT OUTLINE:

I. Business and its Environment

- A. Characteristics of business
- B. Social environment of business
- C. Economic environment of business

II. Business Organization

- A. Legal aspects of business
- B. Proprietorship and partnerships
- C. Corporate forms of business ownership

III. Production and Marketing

- A. Product and service planning
- B. Nature and scope of marketing
- C. Distribution functions and institutions

D. Purchasing and pricing
E. Promotion

IV. Finance

A. Financial records in business
B. Financial analysis of a business
C. Financing a business
D. Financial services
E. Credit and collections
F. Risk management

V. Information and Communication Systems

A. Technology of information management
B. Organizational communications
C. Business communications

VI. Human Resources

A. Human resources management
B. Human resources development
C. Employer relations

VII. Management Functions

A. Leading and supervising
B. Planning and organizing
C. Controlling and decision making

Computer Concepts/Applications

CURRICULUM SEQUENCE: CORE COURSE (Required)

RECOMMENDED PLACEMENT: GRADES 9-11

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- identify and discuss major business applications of computer technology including recreation, education, health care, retail services, transportation, and law enforcement.
- identify and discuss the criminal, ethical, and privacy issues related to computer use.
- name at least five jobs involving the use of computers in business, discuss the education required, and list the major responsibilities of workers with those jobs.
- understand and discuss the concept of a "system" for information processing.
- define and describe the components and processes in an information processing system: input, processing, output, and storage
- identify and describe input devices and media, including: keyboard, bar code scanner, touch screen CRT, voice recognition device, optical character reader, digitizer, light pen, and sensing devices.
- identify and describe output devices and media, including: CRTs, printers, plotters, speech synthesizers, controllers, and robots.
- identify and describe the devices and media used for data storage, including: tape and disk drives, tape reels, tape cartridges, disk packs, diskettes, and compact disks.
- describe the functions of and explain the differences between computer system software and application software.
- explain the function of a modem.
- differentiate and discuss the various aspects of telecommunications including: telecomputing, electronic mail, teleconferencing, telecommuting, and facsimile.
- explain the differences between a bulletin board service and an on-line information service such as *The Source* or *CompuServe*.

- list and explain the major features and advantages of word processing, data base, spreadsheet, graphics, and communications software.
- explain what integrated software is, give at least three examples of integrated software, and discuss the advantages and disadvantages.
- create a multipage word processing document using tabs, centering, bold type, underlining, and varying margins.
- name and save documents to disk, print documents, and retrieve them from disk.
- use the search and search-and-replace features to locate character strings and to do automatic and selective replacement.
- use editing commands to alter the content of a document including overstrike and insert, block operations (copy, delete, move), and set line spacing.
- create a database of a least twenty records with at least five fields using database management software.
- perform sorts and searches of a database, add or delete records, and change fields.
- create a spreadsheet using simple formulas, labels, and values.
- insert or delete columns and rows; copy or move cells, columns, or rows; and copy formulas in a spreadsheet.

COURSE DESCRIPTION:

Computers are explained in terms of their functions and value in business and society. Emphasis is given to presenting the computer as a tool and to the basic concepts of a computerized information processing system. Topics include: computer hardware and software systems; media and devices for input, output, and storage; program development; and telecommunications are covered. Students will learn to use application software such as word processing, database management, and spreadsheets. Office job opportunities created by computer systems are discussed.

CONTENT OUTLINE:

I. Impact of the Computer on Business and Society

   A. Uses and advantages for individuals and businesses
   B. Social issues of computer use
      1. Computer crime
      2. Threats to privacy
      3. Ethics in using computers
   C. Jobs and careers in the Computer Age

II. Components and functions of a computer system

A. Information processing
   1. Basic processing functions
   2. Input, processing, output
   3. Internal coding of information

B. Hardware
   1. Input devices and media
   2. Processors
   3. Output devices and media
   4. Storage devices and media

III. Computer Software

A. System software
   1. Operating systems
   2. Utility programs
   3. User-interface shells

B. Application software
   1. General purpose software
   2. Custom designed software

C. Programming
   1. Machine and assembly language
   2. High-level languages (BASIC, Pascal, etc.)

IV. Telecommunications in Business

A. Modems and other communications hardware
B. Telecomputing
C. Electronic mail, facsimile, and teleconferencing
D. Telecommuting
E. On-line resources

V. Application Software in the Office

A. Word processing
B. Database management
C. Spreadsheet
D. Graphing
E. Communications
F. Desktop publishing
G. Project management
H. Desktop accessories
I. Integrated software

Computer Mathematics/Programming

CURRICULUM SEQUENCE: LEVEL III

RECOMMENDED PLACEMENT: GRADES 10-12

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- describe a computer and its functions.
- identify the features of structured programming design.
- differentiate system commands from program statements.
- insert, change, and delete program lines.
- define and evaluate a variable.
- identify and define the parts of a function.
- define the relational operators available in BASIC.
- use logic variables and logic operators to make decisions in a program.
- use conditional branching statements in a program.
- use subroutines in structured programs.
- use simple and nested loops in program applications.
- apply common debugging techniques to find errors in program execution.
- use a dimension statement to allocate memory for an array.
- perform mathematical computations using subscripted variables.
- use relational operators with strings.
- use BASIC to access a file on a diskette.
- describe the structure of a data file.
- define pexel and resolution.
- create a graph and plot ordered pairs.

- design and write program solutions for the following mathematical applications.

    - linear equations
    - graphic linear equations
    - Cramer's Rule
    - Trapezoidal Rule
    - probability
    - descriptive statistical analysis

COURSE DESCRIPTION:

This course blends BASIC language programming instruction with relevant mathematics applications. It introduces students to the computer as a problem-solving tool, enhancing their understanding of the computer and mathematics by helping them make the connection between abstract concepts and concrete uses. Through a combination of structured BASIC programming instruction and practical mathematics application, the course will give students a strong foundation in programming methods and problem-solving techniques, as well as elementary and advanced mathematics concepts, mathematical terminology, and mathematics structures.

CONTENT OUTLINE:

I. Introduction to the Computer

   A. What is hardware?
   B. What is software?
   C. Structured programming

II. Communicating With the Computer: Output

   A. System commands
   B. Program statements
   C. Formatting output
   D. Editing

III. Communicating With the Computer: Input

   A. The variable
   B. Variable assignment
   C. Functions

IV. Making Decisions Within Programs

   A. Conditional statements
   B. Logical operators
   C. Computer logic

V. Conditional and Branching Subroutines

A. Conditional branching
B. Subroutines
C. Structured programming with subroutines

VI. Repetition–Program Loops

A. Simple program loops
B. Nested loops
C. Applications of program loops
D. Debugging techniques

VII. Arrays

A. One-dimensional array
B. Two-dimensional array

VIII. String Manipulations

A. Building a string
B. Taking a string apart
C. Converting string and numeric variables

IX. Disk Files

A. Data files
B. Binary files

X. Graphics

A. Graphics on the text screen
B. Drawing lines on the text screen
C. Graphing

XI. Advanced Applications

A. Linear equations
B. Graph a linear equation with two variables
C. Cramer's Rule
D. Trapezoidal Rule
E. Probability
F. Statistical analysis

Cooperative Work Experience

CURRICULUM SEQUENCE: LEVEL II

RECOMMENDED PLACEMENT: GRADES 11-12

RECOMMENDED COURSE LENGTH: ONE - TWO SEMESTERS

COURSE OBJECTIVES: The objectives of this course are to:

- provide a valid preservice experience to prepare students for entry-level positions in their field of interest and validate their choice of an office career.
- provide opportunities to explore specific jobs, gain knowledge, and vocational competence.
- help students to develop a sense of responsibility toward a job and to develop loyalty toward an organization.
- help students develop work attitudes, habits, and ethics that will enhance employability.
- help students learn to work well with others as part of an office team in order to provide goods/services to internal/external customers.
- provide students the opportunity to apply theory presented in the classroom to a supervised work setting, thus adding meaning to the related school program.
- provide a verifiable performance measure to include in a formal resume.
- meet the needs of the business community.
- make it financially possible for some students to remain in school and at the same time obtain work experience.

COURSE DESCRIPTION:

Cooperative work experience should be a part of every business education program. It provides an excellent vehicle for attaining job competencies by supplementing the classroom laboratory and instruction with learning opportunities of actual job placements. Many students find it difficult to think on the abstract level but do learn readily when they see theory in operation and have an opportunity to practice what they are learning. A cooperative part-time job thus becomes a laboratory where a student applies many school subjects and appreciates their relevance and importance. In a cooperative work experience program, the job should relate to the student's major business sequence. Its primary goal should be to develop

occupational competency in the areas of the student's career objective. Student experiences should be coordinated by a certified teacher who is involved with the job placement, evaluates the student on the job, and coordinates the experience with related classroom instruction.

Cooperative work experience does not merely contribute to vocational competence. It can make learning a pleasant experience and helps to develop personal initiative, responsibility, and confidence. Students learn to work with others, demonstrating acceptable work behaviors.

Cooperative work experience programs also aim to provide opportunities for development of positive on-the-job personality characteristics. A new sense of responsibility should become apparent when a student learns the role that work plays in the overall operations of the employing organization. Students will recognize that tasks are assigned which must be completed within a reasonable period of time and according to fixed deadlines. The need to work harmoniously with other employees will also become evident.

Document Processing

CURRICULUM SEQUENCE: LEVEL I (Highly Recommended)

PREREQUISITE: KEYBOARDING OR DEMONSTRATED PROFICIENCY

RECOMMENDED PLACEMENT: GRADES 9-11

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- demonstrate increased keyboarding speed and accuracy skill.
- format and key business and personal documents.
- proofread and edit copy.
- follow efficient, orderly steps for document preparation.
- make within-document decisions as necessary.
- evaluate copy for acceptability.
- use automated equipment (if possible) to key, edit, and process information.
- demonstrate (if possible) automatic functions such as insert, delete, store, retrieve, and print.

COURSE DESCRIPTION:

This course will be an experience-based laboratory course. Document Processing includes the learning of arranging, spacing, and placing copy according to accepted formats for specific documents (letters, reports, tables, forms, etc.). This course also reinforces basic keyboarding skills and extends document preparation skills to include several accepted formats.

CONTENT OUTLINE:

I. Improve Technique and Keyboarding Skills

II. Learn to Format Correspondence

A. Business letters
B. Personal business letters
C. Interoffice memorandums
D. Correspondence with special features

III. Learn to Format Reports

A. Unbound reports
B. Leftbound reports
C. Topbound reports
D. Reports with references
E. Additional report pages (title page, bibliography, references, outline)

IV. Learn Proper Centering

A. Horizontal
B. Vertical

V. Learn to Format Tables

VI. Learn to Format Forms

VII. Improve Proofreading, Decision-Making, and Editing Skills

Electronic Office

CURRICULUM SEQUENCE: LEVEL I (Highly Recommended)

RECOMMENDED PLACEMENT: GRADES 11-12

RECOMMENDED COURSE LENGTH: TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- explain the changing role of the office.
- describe factors involved in utilizing electronic technology effectively.
- describe a systems approach and how it is used in organizing and managing an office.
- identify and describe the four steps in an information processing cycle.
- explain progress that is achieved with hardware and software used in electronic information processing.
- describe at least five generic functions of word processing systems.
- apply word processing, database, and spreadsheet procedures in document applications.
- describe the factors that impact document productivity and quality.
- identify the essential elements of any computer system.
- describe the features of a database management system.
- identify the basic telephone systems and features used in business.
- explain how data communiction works and the features of audio, video, and computer conferencing as well as electronic mail.
- identify the various types of networks that are available.
- discuss the function and role of a local area network (LAN).
- explain what is meant by electronic printing and electronic publishing.
- explain what is meant by administrative support, and describe how it is changing in the automated office.
- describe the major health issues that must be addressed in an automated office.

- identify several personal attitudes and practices that seem to promote success on the job.

- discuss several technological advances likely to affect the automated office in the near future.

COURSE DESCRIPTION:

This is a two-semester course designed to serve as the capstone offering for all other office skills courses in this sequence. Content of this course encompasses and exceeds the content of a traditional course entitled Office Procedures if technology has been an integral part of a student's previous educational environment. This course may be taken concurrently with skills programs in areas such as machine transcription, word processing, microcomputer applications, or industry-specific training. Principles and uses of word processing and text-file handling will be discussed. Other content to be covered includes: records management, records retention, communiction facilities and networks, in-house publishing, database and spreadsheet software, electronic mail, electronic calendaring, data security and privacy, ergonomics, forms management, cost control, reprographics, micrographics, telecommunication, and information processing. The evolution of executive/secretary relationships into information management teams as a response to developments involving electronic methods within the office will be highlighted.

CONTENT OUTLINE:

I. Growth from Traditional Office to Electronic Office

   A. Historical perspective
   B. Roles and responsibilties of employees
   C. Organizational factors
   D. Economic factors
   E. Technological factors

II. Information Processing Cycle

   A. Input
   B. Processing
   C. Output
   D. Storage
   E. Equipment Used
   F. Electronic information processing

III. Word Processing Systems

   A. Word processing functions
   B. Document applications
   C. Electronic reference tools
   D. Productivity
   E. Written communication guides
   F. Formatting, editing, and proofreading

IV. Data Processing Systems

- A. Computer systems
  - 1. Computer hardware
  - 2. Operating systems
- B. Data organization
  - 1. Computer files
  - 2. Database management systems
- C. Management Information

V. Telecommunication System

- A. Voice communications
  - 1. Telephone systems
  - 2. Messaging and answering systems
  - 3. Audio conferencing
- B. Data and image communications
  - 1. Electronic mail
  - 2. Teleconferencing
  - 3. Variety of data communication
- C. Distribution systems
  - 1. Network concepts
  - 2. Local Area Networks (LAN)

VI. Reprographic Systems

- A. Copiers and duplicators
- B. Electronic printing
- C. Electronic publishing
- D. Organization and control

VII. Records Management

- A. Records management process
- B. Paper-based records system
- C. Microimaging system
- D. Electronic systems

VIII. Administrative Support

- A. Support services
- B. Travel services
- C. Meetings
- D. Work/time management

IX. Office Design and Organization

- A. Space and layout
- B. Health issues

X. Future Directions

A. Career planning
B. Office technology and trends

Note: Units of instruction in Machine Transcription, Desktop Publishing, and Integrated Office Systems are desired. (See Appendix A)

Introduction to Business and Business Occupations

CURRICULUM SEQUENCE: CORE COURSE (Required)

RECOMMENDED PLACEMENT: GRADES 9-10

RECOMMENDED COURSE LENGTH: TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- appreciate the interdependencies of people and organizations in the world of business.
- describe the basic functions of a business.
- understand that jobs represent continuing transactions through which employees sell time and skills in return for wages.
- identify the steps to be taken in securing work, beginning a new job, and interacting appropriately with co-workers.
- demonstrate fundamental money management skills and be prepared to conduct transactions with banks and other financial institutions.
- analyze the personal interdependence required when functioning as a member of a social group.
- comprehend the challenges of establishing good relationships when dealing with family, peers, groups of individuals, organizations, and societies.
- explore the role and effect of a personal value code on an individual's behavior.
- describe the development and evolutionary changes of an individual's personal value code.
- define personal image and outline the components of projecting a positive personal image.
- understand the role of change and its impact upon individuals, groups, organizations, and societies.
- explain why problem-solving and decision-making skills are needed to adapt to change.
- master the basic skills of applying a process approach in dealing with situations involving stress or conflict.

- analyze the basic skills of group problem solving and decision making.
- define economy and the development of economic systems and describe the most common types of economic systems.
- define free enterprise and explain the role, responsibilities, and functions of business entities within a free enterprise.
- describe the economic principles of money exchange (unit of value) for goods and services provided and explain the role competition plays in the economy.
- examine the role and value of labor in a free enterprise economy.
- trace the growth of labor unions and describe the functions performed by unions.
- analyze the role of government within a free enterprise economic system.
- trace the beginnings of computer technology and describe some of the applications of computers.

COURSE DESCRIPTION:

This will be an introduction-to-business course that prepares students for a business career in a technological environment. Content will include: a study of human relations; the role of working citizens in a consumer economy; the need for employers to learn and use effective decision-making and problem-solving skills; concepts of the free enterprise system and the interdependencies of government, business, workers, and consumers; and basic computer literacy terms and concepts.

CONTENT OUTLINE:

I. The Working Citizen

- A. Responsibilities of the worker
- B. Responsibilities of the employer
- C. Skills for the new employee
  1. Analyzing strengths and weaknesses
  2. Securing a job
  3. Beginning a new job
  4. Interacting appropriately with co-workers
- D. Personal money management
- E. Using financial services to change.

II. Human Relations

- A. Interpersonal relationships: family, peers, groups of indi viduals, organizations, societies

B. Self-assessment
   1. A personal value code of conduct
   2. Value code evolution
   3 Personal image
   4. Interpersonal skills

III. Problem Solving and Decision Making

A. Change--its nature and effects
B. Problems relating to change
C. Decisions required by change
D. Techniques for effective problem solving and decision making
E. Strategies for dealing with conflict and stress
F. Group problem solving
G. Group decision making

IV. Economics and The Economy

A. The economic system
B. Business as an economic entity in a free enterprise system
C. Business organizations
   1. Types
   2. Motives
   3. Challenges
D. Business as part of an interrelated community
E. Labor and the economy
F. The role of government in economics

V. Computers and Their Impact

A. Computers and their uses
B. Computers as business information tools
C. Data processing systems and functions
D. Computer equipment and programs and their development

Keyboarding

CURRICULUM SEQUENCE: CORE COURSE (Required)

RECOMMENDED PLACEMENT: GRADES 9-10

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- identify function keys on a given keyboard.
- operate function keys on a given keyboard.
- demonstrate proper fingering and techniques.
- use the touch system on an alphanumeric keyboard.
- proofread copy.
- use correction devices on keyed copy.
- demonstrate correct language skills.
- use a printer as an output device for keyed copy if using a computer.
- build keyboarding speed and accuracy.

(Optional Activities, as time permits)

- format basic correspondence.
- format unbound reports.
- format a simple table.

COURSE DESCRIPTION:

This course will be an experience-based laboratory course designed to teach the input skills needed to operate a typewriter, computer, or word processor. Keyboarding is the manipulative skill required and used in completing a task on a keyboard. It is the essential prerequisite for the development of document formatting and processing skills.

CONTENT OUTLINE:

I. Position of Body and Hands (Proper Technique to be Used)

II. Parts of Machine that Affect Efficient Paper Insertion and Removal at the Typewriter and/or Printer

III. Basic Machine Parts and Commands

IV. Essentials of Touch Keyboarding (Alphabetic Emphasis)

- A. Home-row keys
- B. Location and reach to remaining alphabetic keys
- C. Location and reach to punctuation keys
- D. Proper shift-key operation
- E. Return or enter key operation
- F. Proper tabulation operation
- G. Proper margin operation

V. Essentials of Touch Keyboarding (Numeric Emphasis)

- A. Learn figure-key operation
- B. Learn symbol-key operation
- C. Learn numeric keypad operation

VI. Improve Keyboard Speed and Accuracy Skills

VII. Language Arts Integration

- A. Proofread copy
- B. Correct copy
- C. Apply correct grammar rules

VIII. Learn Basic Formatting and Document Processing (Optional, as time permits)

- A. Learn automatic features/editing functions of electronic equipment
- B. Learn to format correspondence in block style
- C. Learn to format reports in unbound style
- D. Learn to format simple tables

Macroeconomics

CURRICULUM SEQUENCE: LEVEL III

RECOMMENDED PLACEMENT: GRADE 12

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- describe the make-up of GNP.
- explain a circular flow diagram of the economy.
- analyze macroeconomic equilibrium.
- discuss how income is distributed by industry.
- describe the functional and personal distribution of income.
- explain the important factors in choosing a career.
- discuss the causes of and solutions to poverty.
- analyze the economic, social, and personal costs of unemployment.
- describe the demand for and supply of money.
- explain the relationship between interest rates and money demand and supply.
- describe the effects of tight and loose monetary policies.
- identify three ways the Federal Reserve can cause the money supply to change.
- list the major sources and uses of revenue for the federal government.
- discuss four ways in which the tax burden is distributed.
- describe the seven major types of taxes in the United States.
- identify two ways of changing fiscal policy.
- identify the effects of expansionary and restrictive fiscal policies on aggregate demand, unemployment, and inflation.
- name fiscal policies that can promote economic growth.
- explain the national debt.

- explain why real GNP instead of current dollars GNP is used as a measure of economic growth.
- describe the trade-offs involved in economic growth.
- analyze market, command, and mixed economic systems by how they answer the three basic questions.
- explain why countries trade with each other.
- name and describe three different systems for valuing one country's money in relation to another country's money.
- explain five barriers to economic development in less-developed countries.

COURSE DESCRIPTION:

This one-semester course in Macroeconomics covers the functioning of the U.S. economy as a whole. Students will learn about the statistics that have been developed to measure the functioning of our economy, including measures of national income and measures of change in the price level. They will be able to use these statistics and measures of employment and unemployment to study the business cycle and economic growth.

CONTENT OUTLINE:

I. Measuring Economic Activity

- A. How big is the total economy?
- B. GNP as a measure of well-being
- C. Uses of income
- D. Society and the circular flow
- E. Macroeconomic balance

II. The Distribution of Income

- A. Income comes from production
- B. Causes of poverty
- C. Unemployement
  1. The federal government and unemployment
  2. The unemployment rate
  3. Reducing unemployment
- D. Inflation
  1. Inflation: Who benefits? Who is hurt?
  2. Measuring inflation
  3. Can inflation be controlled?

III. Money and Banking

A. The functions of money
   1. The demand for and supply of money
   2. The Federal Reserve System
   3. Commercial banks and nonbank financial intermediaries
   4. International World Bank
B. Monetary policy
   1. Money and economic goals
   2. Monetary policy and interest rates
   3. Evaluation of monetary policy

IV. Taxes

A. Federal tax revenues and spending
B. Principles of taxation
   1. Direct and indirect taxes
   2. Personal income taxes
   3. Corporate income taxes
   4. Property taxes
   5. Social Security tax
C. Fiscal policy
   1. Fiscal policy changes aggregate demand and supply
   2. Fiscal policy and unemployment
   3. Fiscal policy and inflation
   4. Fiscal policy and economic growth
   5. The national debt

V. Economic Growth

A. Measuring economic growth
B. Trade-offs between the present and future
C. Government encouragement and economic growth

VI. Alternative Economic Systems

A. Economic systems and economic choices
   1. Equity and efficiency in economic systems
   2. Comparative economic systems
B. International trade
   1. Reasons for international trade
   2. Paying for products traded between countries
   3. The balance of payments and balance of trade
C. Less developed countries
   1. Barriers to economic development
   2. Foreign aid to promote development
   3. The future

Microeconomics

CURRICULUM PLACEMENT: LEVEL II

RECOMMENDED PLACEMENT: GRADES 10-12

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- define terms related to the economic way of thinking.
- understand the opportunity cost and the opportunity benefit of an economic choice.
- explain how individual and social choices relate to microeconomics.
- explain and apply the five-step decision-making model when making or analyzing economic decisions.
- discuss the major differences between the private sector and the public sector.
- discuss how markets benefit consumers and producers.
- construct a demand schedule and a demand curve.
- explain the sensitivity of demand.
- describe the four factors of production.
- calculate price elasticity of supply.
- explain how costs and the principle of diminishing marginal productivity affect the level of production.
- identify two ways in which the balance between supply and demand is presented.
- list the effects of a price floor and a price ceiling.
- identify the advantages and disadvantages of the three kinds of business organizations.
- explain the relative importance of the three kinds of business organizations in the economy of the United States.
- explain perfect competition in terms of the five characteristics of market organization.

- explain monopoly in terms of the five characteristics of market organization.
- explain oligopoly in terms of the five characteristics of market organization.
- analyze negative externalities in terms of marginal costs and benefits.
- analyze positive externalities in terms of marginal costs and benefits.
- explain why natural monopolies occur and how and why they are controlled.
- describe the supply and demand for labor.
- describe the factors that influence interest rates.
- explain the effects of government agricultural policies on farm income, taxpayers, and consumers.

COURSE DESCRIPTION:

This one-semester course studies individual behavior in the economy. Students will examine operations of markets and learn about the production of goods and services. The impact of consumer choices on decisions businesses must make regarding the kinds of goods or services to produce and how to produce them will be studied. Students will learn about the interaction of the demand schedule and the curve which represents it, together with the supply schedule and its graphic representation in determining prices and output. They will learn what events lead to changes in demand and supply and how these changes influence prices.

CONTENT OUTLINE:

I. The Economic Way of Thinking

- A. Three basic economic choices
- B. Making personal decisions
- C. Applying the decision process to reality
- D. Making social decisions
- E Economic questions and social economies

II. Private Sector Decisions: Consumers and Businesses

- A. Private ownership--private benefit
- B. Private sector--private choice
- C. Private sector markets and entrepreneurs
- D. Market pitfalls

III. Public Sector Decisions: Public Goods and Services

- A. Government's role in the public sector
- B. Five major functions of the public sector
- C. Problems with the public sector

IV. Demand, Supply, and Prices

A. Demand: Achieving consumer satisfaction
   1. Value and prices
   2. Demand
   3. Determinants of demand
B. Supply: Producing goods and services
   1. Why production takes place
   2. Measuring production
   3. Diminishing marginal productivity
   4. Changing the scale of production
   5. Supply: the individual firm
   6. Price elasticity of supply
C. The market system
D. Price as a rationing device
E. Equilibrium: Demand and supply in balance
F. Government intervention and the market system

V. Business Firms in the Economy

A. Perfect competition and monopoly
   1. Forms of market organization: An overview
   2. Financing a business
B. Monopolistic competition and oligopoly
   1. How markets differ
   2. Monopoly
   3. Oligopoly

VI. Improving the Market Economy

A. Successful market
B. The market that fails
C. Negative externalities
D. Positive externalities
E. Natural monopolies
F. Labor market and personal income
G. Interest
H. Agriculture in the economy

Office Procedures

CURRICULUM SEQUENCE: LEVEL I (Highly Recommended)

RECOMMENDED PLACEMENT: GRADES 11-12

RECOMMENDED COURSE LENGTH: ONE - TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- understand both the role of the automated office in today's business world and the role of the worker in the environment.
- develop a comprehensive understanding of all critical aspects of office activities such as word processing, data processing, information management, distribution/transmission and general assistance, and customer service.
- communicate and interact effectively with co-workers, employers, and the general public.
- identify opportunities for employment and for professional growth in office occupations.
- develop a sensitivity to human interaction in the workplace and an understanding of appropriate behavior.
- develop an ability to assess one's own performance and devise a strategy for future personal growth in relation to work responsibilities.
- understand the overall functions and structure of the automated office.
- describe the unique role of employees in today's electronic office.
- demonstrate speaking and listening techniques that assure effective oral communications.
- explain why information systems are important in today's organization and the relationship between a management information system and an information processing system.
- prepare letters, memorandums, reports, and tables that are formatted according to commonly used standards and methods of originating documents.
- develop an understanding of formatting, editing, printing, distributing/transmitting, and storing/retrieving documents.

- describe the difference between manual and electronic processing of financial applications such as purchasing, inventory, bank account reconciliation, and accounts receivable.
- describe the importance of an organized work station.
- describe the office assistant's duties in helping with business meetings, maintaining calendars and tickler files, and completing business travel arrangements.
- explain the objectives of records management and how a records management system can improve office efficiency.
- explain the principles and procedures for managing paper-stored records and magnetic and micrographic media.
- apply alphabetic and numeric filing rules.
- explain the importance of safety and security procedures in the office.
- apply proper telephone techniques for handling incoming and outgoing telephone calls.
- describe the procedures for handling incoming and outgoing mail along with various services provided by the U.S. Postal Service.
- extend and integrate basic and business skills developed to some extent in prior courses.
- recognize the importance of organization, accuracy, and efficiency as they relate to productivity.
- develop an understanding of equipment, technologies, and procedures for common forms of telecommunications.
- apply practical skills involved in career planning such as preparing a resume and letter of application and preparing for a job interview.

COURSE DESCRIPTION:

This can be a one- or two-semester course designed to help teachers and students make the transition from the traditional office procedures course to what is called the electronic office. This course is reviewed as a significant component of the vocational preparation for high school students planning to enter office positions upon graduation.

In the automated office today, all types of so-called white-collar workers must have some knowledge of office procedures. Managers who formerly dictated to secretaries are now dictating on electronic machines; supervisors who wrote out rough drafts are now working at electronic or microcomputer keyboards; executives who asked office assistants to get a file are now accessing databases from a terminal on the desk. Office procedures knowledge can be

viewed as an important component of the preparation of anyone who is likely to work in the business world. Many high school students, including those who are planning a professional career, can gain much value from an office procedures course.

CONTENT OUTINE:

I. The Office In Modern Business Life

- A. The office and its place in the organization
  1. What the office is
  2. The setting in which offices function
- B. Employees at work in offices
  1. Specialization in the office workforce
  2. Introduction to a new job

II. The Skill of Working Together

- A. Communication skills in the office
  1. Reading
  2. Writing
  3. Speaking and listening
- B. Interaction with others
  1. Human relations on the job
  2. Improving interpersonal skills

III. Information Processing

- A. Information processing: An overview
  1. Information systems in modern organizations
  2. Organization and technology for information processing
- B. Word processing: Common business documents
  1. Letters
  2. Memorandums, reports, and tables
- C. Word processing: How documents are processed
  1. The setting in which documents are processed
  2. Equipment for entering words/text for processing
  3. Formatting and storing documents
- D. Data processing: Some common applications
  1. Customer services: processing orders
  2. Purchasing and inventory maintenance
  3. Financial applications
- E. Spreadsheet processing

IV. Time and Task Management

- A. Activities management
  1. Workstation and time management
  2. Using reprographic services
  3. Office safety and security

B. Management support activities
   1. Calendars and business meetings
   2. Travel

V. Records Administration and Technology

A. Records management
   1. Maintaining office records
   2. Paper filing system
B. Managing records
   1. Managing paper files
   2. Managing magnetic and micrographic media
   3. Using data base management software

VI. Mail and Telecommunication Systems

A. Processing mail
   1. Incoming mail procedures
   2. Outgoing mail procedures
B. Telecommunications
   1. Incoming telephone communications
   2. Outgoing telephone communications
   3. Telecommunications technology

VII. Personal and Career Development

A. Advancing your career
   1. Focus on you
   2. Focus on your career

Note: Units of instruction in Machine Transcription, Desktop Publishing, and Integrated Office Systems are recommended. (See Appendix A)

Word/Information Processing

CURRICULUM SEQUENCE: LEVEL II (Highly Recommended)

PREREQUISITE: DOCUMENT PROCESSING

RECOMMENDED PLACEMENT: GRADES 11-12

RECOMMENDED COURSE LENGTH: ONE - TWO SEMESTERS

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- discuss the role and function of word processing.
- discuss the role and importance of diskette and hard disk storage in facilitating modern word processing capabilities.
- operate a microcomputer using word processing software to create and edit documents.
- produce mailable memos and correspondence in accepted format.
- create and store files; create a back-up system.
- demonstrate proper techniques for maintaining and storing diskettes.
- prepare marketing, financial, legal, and technical documents.
- compose original text on a word processor.
- improve keyboarding skills through the aid of word processing features, such as automatic word wrap and correction capabilities.

COURSE DESCRIPTION:

This will be a one- to two-semester experience-based course designed to build skills in the operation of microcomputer-based word processing systems. Enrollment should be limited to students who have a keyboarding proficiency of at least 30 words per minute. Basic command structures will be taught that can be implemented using any available hardware and software. Students gain a wide range of experiences in creating and saving text, editing text, and printing documents.

CONTENT OUTLINE:

I. The Role and Function of Word Processing

- A. Evolution and methods of word processing
- B. Goals of a word processing system
- C. The document cycle
- D. Evaluation of word processing equipment
- E. Text vs. data (information) processing
- F. Computers, software, and printing devices

II. Word Processing Functions

- A. Insert
- B. Delete
- C. Move
- D. Store
- E. Retrieve
- F. Backup
- G. Cursor moves
- H. Merge
- I. Justification
- J. Indent
- K. Page format
- L. Print
- M. Search
- N. Copy
- O. Replace
- P. Save

III. Text-Entry and Care-of-Text Files

- A. Enter and save document
- B. Create data from handwriten and typewritten source documents
- C. Print, check entries, make corrections
- D. Backup
- E. Review diskette content, use, maintenance

IV. Text-Editing Skills

- A. Revise previously stored text
- B. Use proofreading symbols as appropriate

V. Correspondence Styles and Formats

- A. Word processing format commands
  1. Margins
  2. Line width
  3. Page length
  4. Tabs
  5. Indentations
  6. Underscoring
  7. Boldfacing

B. Letter Styles
C. Interoffice Memorandums

VI. Reports

A. Marketing: price and discount lists, quotations
B. Financial reporting: financial statements, tabular work
C. Legal documentations: briefs, contracts, complaints

VII. Form Documents

A. Stored document with variables
B. Stored paragraphs/data merging

VIII. Understanding of Software Package(s) for Word Processing

IX. Use of Microcomputer Simulations

X. Word Processing Trends

A. Telecommunications
B. Desktop publishing functions of word processing software
C. Executive keyboarding and its implications, including role of secretary as editor

Appendix A

Units of instruction that should be part of Office Procedures or Electronic Office include:

- Desktop Publishing
- Integrated Office Systems
- Machine Transcription

It is quite possible, and perhaps highly desirable in many schools, that these units become separate courses.

Desktop Publishing

CURRICULUM SEQUENCE: LEVEL II

RECOMMENDED PLACEMENT: GRADES 11-12

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- define common desktop publishing terminology.
- identify and explain the stages of the publishing and printing process.
- apply principles of good page layout and design to create single-page documents containing graphic illustrations.
- identify and explain the function of each component of a desktop publishing work station.
- understand the effects of word processor formats when transferring files into a desktop publishing program, and demonstrate that understanding by creating a word processed document with proper formatting.
- demonstrate the ability to creat a multipage or tabloid-size document using a well-balanced design and pleasing style.
- apply type specifications and tools such as leading, kerning, and hyphenation to refine the appearance of text on a page.
- locate and select or create appropriate graphic illustrations, crop and resize the illustrations as necessary, and place the illustrations in a document.
- use the graphic tools in the desktop publishing program to add graphic effects such as boxes, rules, lines, and shading of a document.
- use and create templates to save time in the production of multipage and periodical publications.
- use crop marks to indicate the boundaries for documents smaller than a standard page and to align standard page segments of tabloid pages.
- correctly configure a laser printer and print a camera-ready copy of a document.
- make a judgment as to when a service bureau should be contacted for desktop publishing services, select a service bureau, and work with the service bureau to get needed work done.

COURSE DESCRIPTION:

The course will begin with an explanation of the publishing and printing process--the terminology, the stages, the jobs, and the hardware. Desktop publishing will be introduced as an application of new technology to old, established processes. Elements of attractive page layout and design will be stressed. One desktop publishing software program will be taught and used to develop a set of publishing projects that begins with a simple item such as an announcement and increases in complexity to a publication such as a multipage newsletter.

CONTENT OUTLINE:

I. Introduction to Desktop Publishing

A. The publishing and printing process
1. Authorship
2. Content editing
3. Copy editing
4. Typesetting
5. Galley stage
6. Production editing
7. Dummy stage
8. Camera-ready stage
9. Page proof
10. Printer films and press run

B. Page layout and design concepts

C. Desktop publishing processes
1. Capabilities of desktop publishing
   a. Integrated word processing
   b. Integrated graphics
2. Limitations of desktop publishing--the creative factor
3. The desktop publishing work station

II. Starting to Work With Desktop Publishing Hardware and Software

A. The basics of opening a document
1. Using a mouse
2. Setting up the page
3. Entering and editing text

B. Preparing to produce a document
1. Compatability of word processing software
2. Considerations in formatting a word-processed document
3. Clip art files, scanned images, and graphics software
4. Laser printers and page description languages
5. Typefaces, type styles and sizes, and fonts
6. Formatting features of desktop publishing software

III. Producing a single-page document on a desktop system

A. Creating the document
1. Designing the page layout for effective communication
2. Pulling in a word-processed text file

B. Enhancing the graphic elements of the doument
   1. Selecting typefaces and styles for clarity and impact
   2. Leading, kerning, and hyphenation
   3. Sizing, cropping, and placing graphic images
   4. Using boxes, rules, lines, and shading
C. Printing the document on a laser printer

IV. Producing multipage and tabloid-size documents

A. Creating headers and footers
B. Balancing facing pages
C. Creating templates
D. Using crop marks
E. Printing options
   1. Laser printer
   2. Typesetting machine
F. Understanding the role of service bureaus

Integrated Office Systems

CURRICULUM SEQUENCE: LEVEL II (SIMULATION)

RECOMMENDED PLACEMENT: GRADE 12

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- describe the nature, external relationships, and internal structure of an integrated information services department.
- identify the capabilities of each of the major operating units of an information services department.
- describe an executive workstation in a modern business organization in terms of its capabilities.
- describe the process of database development and management.
- explain the capabilties of software packages for use with a microcomputer.
- utilize a microcomputer and appropriate software packages in a variety of information processing applications.
- explain potential problem areas likely to be associated with integrated office systems.

COURSE DESCRIPTION:

This will be a one-semester, microcomputer-based course for advanced or college-bound students having at least one previous course in computer information systems. Content will include the discussion of the overlap and coordination between centralized and decentralized computer facilities.

The special problems associated with integrating data- and text-oriented systems and alternate methods for handling these problems will be explored. These systems represent a major concern of modern office management, as reflected by integrated software packages currently available. A one-semester flow-of-work simulation may be used in lieu of content discussion.

CONTENT OUTLINE:

I. Computer Information Systems

A. A service function
B. External relationships
   1. Relationship to other functional departments
   2. Centralized vs decentralized considerations
      a. Nature of the business
      b. Geographical considerations
      c. Experimental status
      d. Economic considerations
      e. Management structure

II. Systems Capabilities

A. Information processing
   1. Transaction processing
   2. Management information processing
   3. Decision support information processing
B. Information communication
   1. Local area networks (LANS)
      a. Star
      b. Bus
      c. Ring
   2. Wide area networks (WANS)
   3. Dial-up services
   4. Telex
   5. TWX
   6. Mailgram
   7. Communicating word processors
   8. Computer-based message systems
   9. Facsimile
   10. Teleconferencing
   11. Telecommuting
C. Electronic typesetting and printing
D. Electronic filing
   1. Computer storage
   2. On-line disk or tape storage
   3. Micrographic storage

III. Information Resource Management

A. The multifunctional executive workstation
   1. Access to information
   2. Communication capabilities
   3. Document generation
   4. Personal computing
   5. Personal applications
      a. Electronic calendar
      b. Electronic phone directory
      c. Electronic notebook
   6. Security of Information

B. Database development and management
   1. Electronic file organization methods
      a. Sequential
      b. Relative
      c. Indexed
   2. File access software
   3. File processing
      a. Creation
      b. Updating and maintenance
      c. Inquiry and report writing
   4. Database management
      a. Commands
      b. Query languages
      c. Report writers
      d. Benefits

IV. Microcomputer Software Utilization

A. Word processing packages
B. Electronic spreadsheet packages
C. Graphics packages
D. Information management packages.
E. Communication packages
F. Integrated software packages

V. Microcomputer Problem Applications

A. Word processing
B. Spreadsheet development
C. Graphics processing
D. Integrated applications
E. Report formatting applications

VI. Potential Problem Areas

A. Job design
B. Health hazards
C. Training and support issues
D. Organizational issues
E. Hardware standardization
F. Interrelationships among functional supervisors/managers

Machine Transcription

CURRICULUM SEQUENCE: LEVEL II

RECOMMENDED PLACEMENT: GRADE 12

RECOMMENDED COURSE LENGTH: ONE SEMESTER

COURSE OBJECTIVE: Upon completion of this course, students will be able to:

- operate a transcription device.
- create documents from voice-recorded originals.
- produce mailable documents.
- achieve mastery of correspondence format and style.
- improve language arts skills, including: spelling, grammar, usage, and style.
- proofread and revise to produce acceptable documents.
- increase keyboarding skill.
- enhance understanding and knowledge of business operations and functioning of executive/secretary teams.

COURSE DESCRIPTION:

This will be a one-semester laboratory course aimed at building an understanding of the values and techniques of machine transcription and developing skills for the generation of documents from dictated media. Although examples will stress the relationships between dictation and word processing techniques, the course may be structured so that transcription exercises can be carried out on electronic or electric typewriters. In addition to direct transcription skills, students will have an opportunity to gain mastery of correspondence styles and formats, proofreading, spelling, style, usage, punctuation, and capitalization. Dictation tapes will be provided which represent realistic office conditions.

CONTENT OUTLINE:

I. Transcription

A. Prerequisites: Keyboarding and language skills
B. Preview of the transcription job
C. The transcription equipment
D. Transcription methods
E. Nature and benefits of machine dictation

II. Transcription Practice

A. Outline form and format
   1. Memos
   2. Letters
B. Completion of at least 40 documents
C. Review and revise dictated text

III. Work Habits

A. Overview each job to be done
B. Review any documents or enclosures to be added
C. Adjust body and environment for comfort
D. Adjust sound for level and clarity
E. Apply effective techniques for transcription

IV. Language Skills

A. Spelling
B. Grammar review
C. Style and usage
D. Capitalization
E. Punctuation
F. Rules governing abbreviations
G. Handling numbers within text
H. Practice in establishing paragraphs, sentences, capitalization, and punctucation within streams of words

V. Document Acceptability

A. Correct text
B. Review document appearance
C. Preparation of envelopes and labels for distribution
D. Review and clearance with originator

VI. Central and Telephone Dictation

A. Constraints and challenges
B. Sound quality
C. Responsibility of transcriptionist

PROFESSIONAL SECRETARIES INTERNATIONAL

PSI, established in 1942, is a nonprofit membership association of approximately 42,000 office professionals and business educators. The association provides its members with: (1) opportunities to develop leadership skills and abilities; (2) access to educational and professional development activities and resources; (3) opportunities to examine and comment on relevant issues affecting the profession; and (4) input into the future direction of business and office careers.

The following items are available to educators from PSI for a minimal charge:

- educational modules on topics such as leadership and motivation; independent study materials
- audiocassettes and videotapes
- PSI research studies
- CPS review course information, a listing of colleges and universities granting academic credit for CPS, review course material
- Professional Secretaries Week® promotional materials
- secretarial career brochures
- FSA®/CSI™ brochures and chapter formation manuals
- activities for chapter programs

PSI administers the Certified Professional Secretary (CPS) program. Certification involves a two-day, six-part examination that covers the following areas of office knowledge and skills: Behavioral Science in Business/Applied Psychology, Business Law, Principles of Economics and Management, Principles of Accounting, Office Administration and Communication, and Office Technology.

The PSI entry-level certification program is under development. Competencies have been identified, and a software program to measure competencies is being created. The entry-level certification will be administered through corporation and educational institutions. This certification program is scheduled to be available for pilot testing in the summer of 1989.

The Secretary® magazine is published by PSI nine times each year. Subscriptions are available to non-members and provided to members at no charge. Articles and research on issues affecting the profession and topics of interest to office professionals are included.

For more information, contact: Professional Secretaries International
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Appendix C

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